



PRESENTATION SKILLS HANDBOOK

*Defense Equal Opportunity Management Institute
Instructional Systems Design Division
Patrick AFB, FL*

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PRESENTATION SKILLS PROGRAM OVERVIEW

The Presentation Skills Program consists of four speaking assignments; an impromptu speech, information brief, teaching lecture and a guided discussion. Student presentations conducted during the course will comprise 25 percent of your overall course grade. The impromptu is a performance assessment scored as a GO/NO GO. The information briefing is worth 25 percent of the presentation skills grade, the Race and Ethnic Studies teaching lecture is worth 50 percent of your grade, and the Race and Ethnic Studies guided discussion is worth the final 25 percent of the presentation skills grade. With the exception of the Impromptu Speech, all topics will be assigned by the small group trainers on predetermined dates to avoid over burdening students and the library staff.

Visual Aids: **two, distinctly different types of visual aids must be used.** A PowerPoint presentation is **mandatory** and is considered as one visual aid. Version 4.0 capability is available in each group room. Chart/butcher block paper and display stands are also available in each group room. The Ethnic Studies Teaching Lecture requires three visual/training aids.

Time: information briefing must be between seven and ten minutes. The impromptu speech will be 3-5 minutes and if the student does not achieve the time requirement, they will repeat the process until they receive a GO. For each 30 seconds segment above or below the specified time, five points will be deducted. Briefings that are below six minutes or above eleven minutes will require a redo. The teaching lecture and the guided discussion are each 45 minutes.

Students will present their briefings in their own small group room. Student presentations may be graded by various instructors/trainers using the DEOMI briefing evaluation checklist. A final grade of 70 is required for passing, however; **if a student receives an unsatisfactory score in three or more of the ten rated areas, he/she will automatically fail and be required to redo the brief.**

Students who receive a failing grade on a briefing will be required to redo the briefing. The maximum score for a redo is 70 points. If the redo briefing is scored less than 70, the student receive the higher of the two grades. The redo should be completed within three working days of the original scheduled briefing.

***NOTE: There will be **NO** redo for the teaching lecture or guided discussion.

Students will hand their evaluation checklist to the grader, with the information at the top completed, prior to starting the briefing. Trainers will provide feedback on each lecture, briefing, and guided discussion.

GUIDANCE ON THE DEVELOPMENT AND USE OF VISUAL AIDS

Two distinctly different types of visual aids must be used. Each item listed below constitutes *one type*. The following guidelines are provided to help the student make “*clear, accurate, understandable, high quality*” visual aids.

PowerPoint presentations: MANDATORY. Recommend using 32 or larger font. Maximum of 8 bullets per slide. Use block/bold letters. Ensure the print contrasts well with the background; do NOT use yellow letters on an aqua background. Check the borders to ensure all information fits on the screen.

Books: If a book is used, **USE the book!** When referring to it, hold it up and display it. If quoting from it, read the passage from the book. Don’t just set it on the lectern and leave it there: that is a *prop*, not a visual *aid*.

Chart/butcher block paper: Write in a straight line (measure and draw pencil lines on the paper) and space lines evenly. Print neatly in large, block letters or use a template. Use dark colors. Do not crowd too much onto one sheet. Turn sheets smoothly and quickly.

Pictures: If they are large enough to be seen well, display them up front and refer to them as appropriate. If small, pass around when appropriate.

Charts & graphs: Make them large enough to be clear. Be able to explain the data/information represented.

Handouts: Use sparingly. Don’t kill trees just for the sake of having another visual aid. Most students will throw them away. Use as few sheets of paper as possible by printing double-sided when feasible.

Videotapes: Videotapes may be used during the teaching lecture portion of the Race & Ethnic Studies. The video may be up to 5 minutes in duration and must be pre-approved by the trainers.

You may use the chart below to maintain a schedule of your assigned presentations

| PRESENTATION | TOPIC | LOCATION |
|---|--------------------------------|----------------|
| 1. Impromptu Speech | Determined on the spot | Small Group Rm |
| 2. Information Briefing | Assigned by Trainers | Small Group Rm |
| 3. Teaching Lecture | Assigned by Trainers | Small Group Rm |
| 4. Race & Ethnic Studies Guided Discussion (Basic Facilitation EX) | Same Topic as Teaching Lecture | Small Group Rm |

NOTES

IMPROMPTU SPEECH

Impromptu speaking occurs when you respond during a meeting or “take the floor” at a conference. It’s what you do when we speak publicly without warning or on moment’s notice. To do it well requires a great amount of self-confidence, mastery of the subject, and the ability to “think on your feet.”

Individuals who can present effective briefings in an impromptu fashion are the envy of everyone. They appear knowledgeable and comfortable in their roles as speakers. They think carefully before they speak, outline their main ideas, say what has to be said, conclude, and shut up.

“It usually takes more than three weeks to prepare a good impromptu speech.”

-Mark Twain

INFORMATION BRIEFING

This briefing informs the listener. It deals only with facts; it has no place for recommendations. A good informative briefing includes a short introduction presenting the topic, the body stating the facts clearly and objectively, and a short summary, depending upon the length of your presentation and the complexity of your subject matter.

When you present an informative briefing, you must, be as brief and to the point as possible. At the same time, try to anticipate any questions that may arise and address them. Since you cannot anticipate all questions, have enough background information available to satisfy your audience. If you cannot answer a question, do not attempt to snow the questioner with some off-the-top-of-your-head answer. It can come back to haunt you. Admit you don’t know and offer to provide the answer later.

“A person’s judgment is no better than his or her information.”

-adapted from “Bits and Pieces”

TEACHING LECTURE

A teaching lecture is the presentation of information, concepts or principles given by a single individual. The purpose of the teaching lecture is to disseminate information to a group. The teaching lecture is excellent to use for knowledge and comprehension level lessons, especially when you want everyone in the group to receive exactly the same information. Also, it is used to help introduce new material that can be reinforced in subsequent lessons which use other methods. That is, you can use the teaching lecture to give students information at the knowledge or comprehension level in one lesson and then have a follow-on lesson that can be elevated to a higher level of learning. A teaching lecture can be either a formal or an informal lecture.

GUIDED DISCUSSION

The guided discussion is not an open forum or group discussion but rather a systematic way of getting information to your students in a clearly defined manner. The following descriptions will highlight the difference between a group discussion and a guided discussion.

Group discussion: “A group of persons assembled in a face-to-face situation attempting through oral interaction to reach a decision on shared problems.”

Guided discussion “An instructor planned and guided learning experience in which the sharing of information by a group leads to the achievement of a learning objective.”

Group discussion has a place in education, but our focus is on the guided discussion to ensure a planned lesson objective has been accomplished.

IMPROMPTU SPEECH INSTRUCTIONS

TITLE: Presentation Skills
ASSIGNMENT TITLE: Impromptu Speech (Student Presentation 1)

ACTIVITY GOAL: To develop students' skills as impromptu speakers.

In a small group setting, each student will have the opportunity to speak on one of the topics from a set of cards. Equal Opportunity Advisors must be able to respond to inquiries during conferences, meetings, interviews, etc., by standing up in front of a group, a commanding officer (CO), or other senior decision makers to present their ideas and explain information related to EO. Students must practice thinking carefully before they speak, outlining ideas in a logical manner, clearly saying what is relevant, summarizing, and concluding without being abrupt.

PREPARATION: Trainers will provide each student a copy of the Briefing Evaluation Checklist. Trainers will describe the briefing process to the students and review the evaluation checklist.

PROCESS:

- A. Small Group Trainers will evaluate each impromptu speech using the DEOMI Briefing Evaluation Checklist.
- B. The student will receive either a GO or NO GO for this presentation. This is a performance-based presentation -- the Briefing Evaluation Checklist is for feedback only.
- C. One at a time, each student selects a card with a topic. The student must begin his or her impromptu speech within 1 minute of looking at the topic on the card. The duration of the speech will be between 3 and 5 minutes student who do not meet this requirement will repeat the process until they receive a GO. No time cards are allowed. Students will not be allowed to assist other students with timing the briefings. The students' ability to present information in a clear/logical format is the primary objective.
- D. The trainer will counsel students who receive a NO GO and fail to meet the objective of the impromptu speech. The student will repeat the speech using a different topic. The evaluation checklist will be filed in the student folder.
- E. Trainers will allow a student to give his/her briefing, complete the evaluation checklist, and then allow the students to give feedback to the briefer. Trainers may also elect to give verbal feedback to the briefer at that time. This is a learning experience. During the break, the trainers may provide individual feedback to those students who have briefed, using the evaluation checklist. Feedback will be done privately in the group room.

INFORMATION BRIEFING INSTRUCTIONS

TITLE: Presentation Skills
ASSIGNMENT TITLE: Information Briefing (Student Presentation 2)

ACTIVITY GOAL: To develop students' Information Briefing skills.

For the information briefing, students must research the equal opportunity topic assigned and brief their audience to familiarize them with the subject. In this briefing, students must inform the audience by presenting only facts. This briefing is not to be used to advocate a position. Specifically, this is not the forum or place to express any opinions, recommendations, or come to a conclusion. The focus is on research, organization, clarification, and brevity.

PREPARATION: Trainers will provide each student a copy of the Briefing Evaluation Checklist and their topic in advance. Trainers will describe the briefing process to the students and review the evaluation checklist. Students should thoroughly review the Briefing Evaluation Checklist and practice the briefing until it meets the criteria in the far right column of the checklist.

PROCESS:

- A. Trainers will grade each briefing using the DEOMI Briefing Evaluation Checklist.
- B. **Students must use at least two distinctly different visual aids.**
- C. **This briefing must be 7 to 10 minutes in length.** No time cards are allowed. Students will not be allowed to assist other students with timing the briefings.
- D. Students who fail the briefing will be identified to the Training and Education Division Chief. Trainers will accomplish the appropriate counseling, and make the appropriate referrals if the student has more than one failure in any rated area. The student will normally repeat the briefing within three working days of the failure.
- E. Trainers will provide students with their grades and feedback using the Briefing Evaluation Checklist before the end of the exercise period. Students earning a failing grade on the first attempt will receive a maximum score of 70% on the repeat briefing.
- F. Trainers will allow a student to give his/her briefing and complete the evaluation checklist. Trainers will not give verbal feedback to the briefer at that time nor allow students to provide feedback (this would be an unfair advantage for students who have not presented yet). During the break, the trainers will provide individual feedback to those students who have briefed, using the evaluation checklist. Feedback will be done privately in the group room.

RACE AND ETHNIC STUDIES TEACHING LECTURE INSTRUCTIONS

TITLE: Presentation Skills
ASSIGNMENT TITLE: Race and Ethnic Studies Teaching Lecture

ACTIVITY GOAL: To develop students' training development and delivery skills.

The teaching lecture provides the student with the opportunity to research a given topic and practice training development and delivery skills. As equal opportunity advisors, students will be asked to teach lessons on EO related subjects. Students must be able to present information in a learning environment.

PREPARATION: Trainers will provide each student a copy of the teaching lecture evaluation sheet and their assigned Race or Ethnic Group in advance. Trainers will describe the teaching lecture process to the students and review the evaluation sheet. Students should thoroughly review the Evaluation Sheet and notice they will be graded on content as well as presentation skills. Students should practice their teaching lecture until it meets the criteria in the far right column of the checklist.

PROCESS:

- A. Students will be assigned to a race/ethnic group and partner when they in-process the EOAC.
- B. Students will receive activity instructions and Student Lesson Outline during EOAC 4000 Introduction to Race and Ethnic Studies in America. The trainers/faculty advisors will explain all assignments: the directed reading and research, the lesson outline format, the 45 minute teaching lecture, the 45-minute guided discussion, and all evaluation tools. The trainers/faculty advisors will also brief students on the resources available to them through the library, local networks, or display cases in the lobby. The students are required to meet with their assigned faculty advisors to go over progress, questions, and any issues (see course schedule). The students are required to have their lesson outlines, slides, and training aides approved by their faculty advisors prior to the practicum.
- C. The teaching lecture slides will consist of no less than 10 and no more than 25 slides (unless approved by faculty advisor). In addition to the slides students must also incorporate at least two additional APPROVED training aides (i.e. five minute or less video clip, readings, poetry, music, ethnic food (only to be consumed in approved areas), clothing, books, DEOMI culture display items, or any other item that will add value to the teaching lecture presentation).
- D. Student will receive a Lesson Preparation Evaluation. Students who fail to meet the lesson prep standard requirements will have a ten-point deduction off their Teaching Lecture grade.

Practicum:

- On the day of the practicum, trainers will remind students of the expectations and purpose of the activity to include effective feedback skills.
- **Students will hand their Lesson Outline with the Teaching Lecture Evaluation Sheet (with top information completed) to the evaluator "prior" to starting the Teaching Lecture.**
- Trainers allow for feedback upon completion of Teaching Lecture (approximately 10 minutes). Feedback should be given in private to the student partners.

RACE AND ETHNIC STUDIES GUIDED DISCUSSION INSTRUCTIONS

TITLE: Presentation Skills
ASSIGNMENT TITLE: Race and Ethnic Studies Guided Discussion

ACTIVITY GOAL: To develop students' facilitation skills.

For the Race and Ethnic Studies Guided Discussion, students will research and become familiar with an assigned topic and provide a teaching lecture for their small group. They will then facilitate a discussion in small group. In this speaking assignment students must exhibit the functions of a discussion leader. Each student, at a minimum, will be partnered with a student co-facilitator/presenter.

PREPARATION: Trainers will assign two to three students per group for each Race or Ethnic group. Trainers will review and provide to each student a copy of the Guided Discussion Evaluation Sheet. Students are required to research their assigned topic, develop a lesson plan, to include a 45 minute teaching lecture followed by a 45 minute guided discussion.

PROCESS:

- A. Trainers will evaluate guided discussion using the Guided Discussion Evaluation Sheet (all partners will be graded collectively).
- B. **Students will hand their planned Guided Discussion Questions and Guided Discussion Evaluation Sheet (with top information completed) to the evaluator "prior" to starting the guided discussion.**
- C. Students will be expected to appropriately utilize the time allotted to conduct the guided discussion.
- D. Trainers will not give verbal feedback to the students at that time nor allow other students to provide feedback. Trainers will provide individual feedback to those students who have facilitated the guided discussion: this will be done privately in the group room.

SUGGESTED BRIEFING OUTLINE

INTRODUCTION *(slide 1) Title of brief, name of briefer*

Greeting

Introduce Topic, why it's important to listen

Explain the purpose of the briefing; make it relevant to the audience

Give credentials

Brief overview, pattern or sequence of your information *(slide 2)*

MP1

MP2

MP3

TRANSITION STATEMENT INTO THE BODY:

BODY *(slide 3)*

Main Point 1:

a. Information

b. Information

TRANSITION STATEMENT INTO MP2

Main Point 2 (*slide 4*)

a. Information

b. Information

TRANSITION/INTERIM SUMMARY OF MPS 1 AND 2 TO LEAD TO MP3.

Main Point 3 (*slide 5*)

a. Information

b. Information

CONCLUSION / SUMMARY (*slide 6*)

Review the controlling idea:

General statement about MP1:

General statement about MP2:

General statement about MP3

Closing statement that is relevant to the audience, with a positive impact concerning the topic and which fosters retention of the information presented.

| DEOMI Presentation Evaluation | | | | | | | |
|-------------------------------|--|---------------------|--|---------------|--|------|--|
| Student Grade/Name | | Group | | Briefing | | Date | |
| Topic | | Evaluator Rank/Name | | Briefing Time | | | |
| | | Evaluator Rank/Name | | Score | | | |

| Organization | | | | |
|---|---|---|---|---|
| Introduction: Did not prepare listeners. Poor or no introduction or greeting. No topic or purpose statements. Poor or no overview, patterns or sequence | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Body: No clear controlling idea or main points. Pattern/sequence unclear, not all points covered. | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Conclusion: Inadequate or no summary. Awkward or no closing statement, summary too long, introduced new information. Abrupt | | | | |
| 1 | 2 | 3 | 4 | 4 |
| Delivery | | | | |
| Verbal Expression: Inappropriate vocabulary. Poor pronunciation or grammar, monotone voice, too loud, low, fast, or slow, awkward pauses, excessive fillers, "ah", "um", etc. | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Movement / Gestures: Distracted audience or hindered communication. No movement or, excessive movement. Movement was awkward, unnatural, or interfered with visual aids. | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Transitions: Transitions not effective. No transitions or transitions were abrupt, awkward, or weak. | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Eye-Contact: Little or no eye contact with the audience. Read from notes or visual aids. Looked away from the audience. Unbalance eye contact, mostly one direction. | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Development: Briefing purpose not achieved. (Inform, Advocate, Decision) Did not follow overview. Audience unable to obtain/understand purpose. | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Summary | | | | |
| Information / Data: Insufficient or inaccurate. Did not correlate to topic, did not support controlling idea or main points. | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Visual Aids | | | | |
| 1 | 2 | 3 | 4 | 5 |

Time: _____

Evaluator Comments:

[illegible]

Evaluator Signature / Date

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RACE AND ETHNIC STUDIES STUDENT LESSON OUTLINE

LESSON TITLE:

(Assigned Lesson Topic)

PREPARED BY:

(Student, Student #, Group #)

DATE PREPARED:

PURPOSE:

The purpose of this lesson is to heighten the student's understanding and appreciation of how race and ethnicity shaped American culture and the military. The information in this lesson will increase other student's awareness of the history, socialization, contemporary issues, and contributions of the _____ race/ethnic group in America.

PRESENTATION METHOD: 45 min Teaching Lecture / 45 min Guided Discussion

TIME REQUIRED: 120 minutes

MATERIALS NEEDED:

RESOURCES:

See Bibliography

STUDENT HANDOUTS:

LESSON OBJECTIVE:

Cognitive: Given examples and non-examples ask students to recall basic information about topics associated with the _____ race/ethnic group.

Affective: Given the opportunity to work with a diverse group, students will show an appreciation of topics associated with the _____ race/ethnic group.

REQUIRED READING:

Race and Ethnic Studies Directed Reading Assignments

RECOMMENDED READING:

See Bibliography

TEACHING PLAN

***** All times are suggestions. Redistribute time to each main point as appropriate**

INTRODUCTION (5 min)

ATTENTION:

MOTIVATION: Describe significance to Equal Opportunity Advisors

OVERVIEW:

TRANSITION:

MAIN POINT 1: Describe historical experiences (10 min)

SUB-POINT 1:

SUB-POINT 2:

SUB-POINT 3:

(You must have at least THREE sub-points per main point. You may include up to THREE additional sub-points per main point.)

TRANSITION:

MAIN POINT 2: Describe unique social characteristics (ex food, family, religion, etc) (10 min)

SUB-POINT 1:

SUB-POINT 2:

SUB-POINT 3:

(You must have at least THREE sub-points per main point. You may include up to THREE additional sub-points per main point.)

TRANSITION:

MAIN POINT 3: Describe contemporary issues (civilian & military) (10 min)

SUB-POINT 1:

SUB-POINT 2:

SUB-POINT 3:

(You must have at least THREE sub-points per main point. You may include up to THREE additional sub-points per main point.)

TRANSITION:

MAIN POINT 4: Describe contributions to American culture and the U.S. military (5 min)

SUB-POINT 1:

SUB-POINT 2:

SUB-POINT 3:

(You must have at least THREE sub-points per main point. You may include up to THREE additional sub-points per main point.)

TRANSITION:

CONCLUSION:

(5 min)

SUMMARY:

REMOTIVATION: Describe significance to Equal Opportunity Advisors

CLOSURE:

GUIDED DISCUSSION

I. PUBLISHING: *(Sharing, Reactions)*

Sample Questions:

How did you feel about the lecture?

What feelings were invoked as you listened to the information?

What was your reaction to the Lecture?

II. PROCESSING: *(Discussions of Patterns & Dynamics)*

Sample Questions:

What was important to you as you were listening to the lecture? What made it important?

What did you already know about the discussion or what was new to you as you were listening?

III. GENERALIZING: *(Inferring Principles About Real World)*

Sample Questions:

What are your experiences with the (race or ethnic) group that you can relate to this lesson?

Is what you know about the group the same as what you heard in the lecture? Explain.

IV. APPLYING: *(Planning More Effective Behavior)*

Sample Questions:

What can you do with the information that you have learned or relearned from the lecture?

How does that relate to other lessons you have learned at DEOMI?

BIBLIOGRAPHY

SAMPLE:

Author's Last Name, First, Title of Book, Publisher, Year of book. References should be listed in alphabetical order of the author's last name.

****NOTE**** Students must utilize at least two outside references and list them here in the bibliography.

RACE AND ETHNIC STUDIES LESSON PREPARATION EVALUATION

Student Name: _____ Group: _____

Student Name: _____

Student Name: _____ Date: _____

Assigned Race or Ethnic Group: _____

GO

NO GO

TASKS:

Share Knowledge of Resources

Partnership / Team-Building

Attendance and Participation

***SUSPENSES: (ANY MISSED SUSPENSES RESULT IN AN OVERALL GRADE OF NO GO)**

Lesson Outline for Teaching Plan

Due Date:

Draft Guided Discussion Questions

Due Date:

Draft Lesson Slides

Due Date:

Final Teaching Plan

Due Date:

Final Guided Discussion Questions

Due Date:

Final Lesson Slides

Due Date:

Training Aides for Lesson

Due Date:

PERFORMED:

Practice Run of Lesson

LESSON PREPARATION STANDARD:

GO: No Deduction

NO GO: Minus 10 Points

OVERALL GRADE:

Comments:

Student Signature and Date

Student Signature and Date

Student Signature and Date

FACULTY ADVISOR SIGNATURE & DATE

| DEOMI RACE AND ETHNIC STUDIES TEACHING LECTURE EVALUATION | | | | | | | | | | |
|---|--|------|--|--------------------|--------------------|--|--|--|-------|--|
| Student Grade/Name | | | | | Student Grade/Name | | | | | |
| Student Grade/Name | | | | | Topic | | | | | |
| | | | | | | | | | | |
| Group | | Date | | Total Lecture Time | | | | | Score | |

| Organization | | | | |
|---|---|---|---|---|
| Introduction: | | | | |
| Did not prepare listeners. Improper greeting, poor, no topic or purpose statements. Poor or no overview | Adequately prepared listeners. Proper introduction, presented topic and purpose statements, presented overview and main points. | Fully prepared listeners. Innovative introduction. Precisely explained topic, purpose, credentials, relevance, overview and main points. | | |
| 1 | 2 | 3 | 4 | 5 |
| Body: | | | | |
| No clear controlling idea or main points. Pattern/sequence unclear, not all points covered. | Identifiable controlling idea and main points. Appropriate pattern, main points covered equally. | Clearly identifiable controlling idea and main points. Pattern enhanced brief, all points covered equally. | | |
| 1 | 2 | 3 | 4 | 5 |
| Conclusion: | | | | |
| Inadequate or no summary. Awkward or no closing statement, summary too long, introduced new information. | Adequate summary. Reinforced controlling idea and main points. No new information, simple closure statement, audience left with a sense of completion. | Complete, succinct summary. Fostered retention. Reemphasized controlling idea and main points. Closing statement was relevant with positive impact. | | |
| 1 | 2 | 3 | 4 | 5 |
| Delivery | | | | |
| Verbal Expression: | | | | |
| Inappropriate vocabulary. Poor pronunciation or grammar, monotone voice, too loud, low, fast, or slow, awkward pauses, excessive fillers, “ah”, “um”, etc. | Appropriate vocabulary, correct pronunciation and grammar. Good voice inflection, effective variations in rate and volume, clear, minimum use of fillers or acronyms. | Exceptional articulation. Precise vocabulary, pronunciation. Voice inflection enhanced communication and reinforced meaning. No noticeable fillers. Acronyms explained if used. | | |
| 1 | 2 | 3 | 4 | 5 |
| Movement / Gestures / Eye-Contact: | | | | |
| No movement or excessive movement. Movement was awkward, unnatural, or interfered with visual aids. Little or no eye-contact with the audience. Read from notes or visual aids. Looked away from the audience. Unbalance eye-contact, mostly one direction. | Natural, without distracting audience. Integrated to emphasize meaning. Movement did not interfere with visual aids. Maintained appropriate eye-contact with the audience. Some reference to notes, some eye-contact with visual aids, some looking away from audience. | Well-timed and integrated to emphasize meaning and hold audience attention. Allowed for best use of visual aids. Maintained outstanding eye-contact with entire audience. Skillfully incorporated eye contact with notes and visual aids. | | |
| 1 | 2 | 3 | 4 | 5 |
| Transitions: | | | | |
| Transitions were not effective. No transitions or transitions were abrupt, awkward, or weak. | Transitions were adequate. Transitions connected main points. Continuity from known to new material. | Excellent transitions. Skillfully led audience, relating previous point(s) to upcoming one or to the overall purpose. Used interim summaries as appropriate. | | |
| 1 | 2 | 3 | 4 | 5 |
| Partnership: | | | | |
| There was obvious discord between partners. Presenters were inadequately prepared or not knowledgeable on topic. | Worked in harmony with partner. Presenters were adequately prepared with a good working knowledge of topic. | Partners expertly complimented each other. Presenters were thoroughly prepared and knowledgeable on topic. | | |
| 1 | 2 | 3 | 4 | 5 |
| Support | | | | |
| Lesson Objective Development: | | | | |
| Did not state Lesson Objective. Lesson Objective not achieved. | Stated lesson objective. Objective achieved Adequately. | Identified lesson objective and seamlessly integrated it throughout lesson presentation. Achieved lesson objective in an outstanding manner. | | |
| 1 | 2 | 3 | 4 | 5 |
| Main Points Development: | | | | |
| No teaching plan or poorly developed plan. Did not follow plan. No logical flow or sequencing. Did not cover all main points of the teaching plan. | Followed teaching plan. Point taught and supported to include history, social characteristics, contemporary issues and contributions of the race or ethnic group. | Fully followed teaching plan. Expertly communicated an understanding of main points and content. Skillfully achieved and supported each main point with relevant data, facts, examples and information. | | |
| 1 | 2 | 3 | 4 | 5 |
| Training Aids | | | | |
| Missing or ineffective. Not used appropriately, distracting, sloppy, too busy, misspelled words. | Appropriately used visual and training aids. Clear, accurate, understandable, supported main points. | Significantly enhanced presentation. Well integrated into briefing, comprehensive, stimulating, high quality. | | |
| 1 | 2 | 3 | 4 | 5 |

Time: _____

Lesson Prep Score _____

Time Standard is 45 Minutes

Evaluator Comments:

DEOMI/ DEO 26 Sep 2006 (DEOMI Race and Ethnic Studies Teaching Lecture Evaluation)
Page 2 of 2

| DEOMI GUIDED DISCUSSION EVALUATION | | | | | | | | | |
|------------------------------------|--|------|--|-----------------------|--------------------|--|--|-------|--|
| Student Grade/Name | | | | | Student Grade/Name | | | | |
| Student Grade/Name | | | | | Topic | | | | |
| | | | | | | | | | |
| Group | | Date | | Total Discussion Time | | | | Score | |

| Attention | | | | |
|---|---|---|---|---|
| Did not prepare participants. Little or no introduction or attempt to focus on topic. No clear or controlling idea, purpose, or main point(s). Did not motivate group. Little effort to create or maintain a permissive atmosphere. | Communicated a clear or controlling idea, purpose, or main points. Kept group on track. Adequately motivated group. Established and maintained attention and a permissive atmosphere for communication. | Strongly aroused group's attention on topic. Clearly conveyed a controlling idea, purpose and main points. Clearly established and maintained a permissive atmosphere. Kept group motivated, focused, and engaged. | | |
| 1 | 2 | 3 | 4 | 5 |
| Communication Skills | | | | |
| Displayed lack of confidence in speaking, e.g., failed to make eye-contact; voice was trembling; voice was too low, loud, slow, or fast. Excessively used filler words, such as, "ah", "OK", "um", or "you know". Noticeable awkward pauses. Improper pronunciation or grammar. Used exclusionary language. | Used verbal and nonverbal communication during the discussion. Smooth articulation using appropriate vocabulary for group understanding. Correct pronunciation and grammar. Avoided exclusionary language. | Modeled clear and effective communication. Stimulated imaginative thinking. Created a highly participatory discussion through the use of verbal and nonverbal communication. Exceptional articulation and use of pronunciation or language. Composed and confident. | | |
| 1 | 2 | 3 | 4 | 5 |
| Listening Skills | | | | |
| Displayed a lack of interest in the discussion. Did not use either paraphrasing or summarizing, or use of these skills was weak, inaccurate, or ineffective | Displayed active listening skills. Retained information and was able to recall content, paraphrase, and summarize. | Displayed enthusiasm and interest in the discussion. Accurately recalled information, appropriately clarified, paraphrased and summarized, greatly enhancing understanding and reflection on group members' input. | | |
| 1 | 2 | 3 | 4 | 5 |
| Questioning Skills | | | | |
| Neither submitted, planned nor used spontaneous questions. Questions were unclear or did not support topic. Most questions were phrased at an inappropriate level. Inquiries deflected group from topic. Questions were too many, too few, or read. | Used planned or spontaneous questions that were clear and supportive of the topic. Questions clarified and oriented group. Used mostly open-ended questions and phrased these at an appropriate level. | Expertly used a variety of planned and spontaneous questions to stimulate discussion. All questions were clear, mostly open-ended, supportive of the topic, fitting in frequency, and phrased at the appropriate level to encourage participation of all members. | | |
| 1 | 2 | 3 | 4 | 5 |
| Transitions | | | | |
| No transitions or transitions were abrupt, awkward, or weak. Transitions were not effective. | Transitions were adequate, connecting either ideas or main points, or providing continuity from known to new material. Transitions were seamless or in the form of simple sentences. | Excellent transitions. Skillfully led audience by relating previous point(s) to the upcoming one; summarizing one section, connecting, and orienting the group to the next; or introducing the forthcoming section and tying its relevance to the preceding one or the overall purpose. | | |
| 1 | 2 | 3 | 4 | 5 |
| Attending and Responding Behaviors | | | | |
| Did not monitor group's behavior or enforce norms. Failed to maintain control. Allowed or made personal attack(s). Targeted quiet members. Did not intervene on incongruent behaviors or intervened too often. Provided no or general feedback. | Observed, scanned, and intervened to ensure active participation of group members. Maintained control of group discussion. Provided general feedback. Enabled members to give and seek information, openly display emotions, and articulate purpose to group members. | Expertly observed, scanned, gave feedback, and intervened. Guided all to freely express their emotions, examine their internal reactions, understand how to apply concepts from the topic, develop strategies for appreciating differences, and articulate these concepts and strategies to the group, commanders, and others. Provided effective feedback. | | |
| 1 | 2 | 3 | 4 | 5 |
| Topic Development | | | | |
| No lesson outline or poorly developed plan. Did not follow outline or achieve objective(s). No logical flow or sequencing. Failed to support objective(s) or main points. Did not correlate the lecture or experience to the topic. | Fully developed outline; followed a logical flow. Led members to teaching themselves about the topic, e.g., history, social characteristics, contemporary issues, military issues, and contributions of the topic's race or ethnic group. | Well developed outline; logical flow or sequence. Expertly facilitated understanding of main points and content. Skillfully initiated and oriented group through a discussion of the subject matter that correlated with the lecture experience and heightened awareness on the topic and impact. Achieved objective(s). | | |
| 1 | 2 | 3 | 4 | 5 |

DEOMI Guided Discussion Evaluation (Continued – Page 2 of 2)

| Timing | | | | |
|--|---|--|---|---|
| Not prepared. Timeliness for lesson preparation and guided discussion not established or not followed. Discussion had no logical progression. | Prepared. Discussion followed a logical progression. Met overall time requirements. Covered main points equally. Partners balanced time and used allocated time well. | Well prepared. Managed group discussion with smooth and logical transitions at appropriate places. Excellent balance and coverage of main points. Expertly used available time. | | |
| 1 | 2 | 3 | 4 | 5 |
| Summary | | | | |
| Inadequate or no summary. Abrupt, awkward, or no closing statement. Did not foster retention. Added new information. | Provided a summary of main points and material covered. Closing statement motivated group to apply what they had learned. No new information added. | Complete, succinct summary. Creatively terminated. Strongly motivated group. Closing statement fostered retention and inspired group to apply what they had learned. | | |
| 1 | 2 | 3 | 4 | 5 |
| Partnership | | | | |
| Obvious discord existed with partners. Facilitators were inadequately prepared or not knowledgeable about the topic. Unbalanced workload in partnership. | Worked in harmony with partner(s). Facilitators were adequately prepared with a good working knowledge of the topic, as well as, when and how they would guide the group to meet the objective. | Partnered, worked well together, and complemented each other. Equitably shared tasks. Facilitators were thoroughly prepared and knowledgeable of the topic. Expertly communicated and guided group to the objective. | | |
| 1 | 2 | 3 | 4 | 5 |

| Rating Code | Rating Description | Point Value | x | Frequency | = | Score |
|-------------|---|-------------|---|-----------|-----------------------------|-------|
| 1 | Did not accomplish or partially accomplished, not acceptable. | 6 | x | | = | |
| 2 | Not very well accomplished, inadequate. | 7 | x | | = | |
| 3 | Accomplished in an acceptable manner; met standard(s) | 8 | x | | = | |
| 4 | Accomplished very well in a more than acceptable manner. | 9 | x | | = | |
| 5 | Accomplished in an exceptional manner. | 10 | x | | = | |
| | | | | | Final Score | + |
| | | | | | Less Points for Time | - |
| | | | | | **Grade: | |

Time Standard is 45 Minutes:

| | |
|---------------------------|-----------------|
| + or – 5 Minutes | No Deduction |
| + or – 5.01 to 10 Minutes | Minus 5 Points |
| + or – 10.01 Minutes* | Minus 10 Points |

*Note: If 10 minutes over, evaluator(s) will stop the discussion.

**Note: As a team effort, grade will be the same for all students being evaluated.

Evaluator Comments:

| | | | |
|---------------------|-------|-------------------|-------|
| Evaluator Signature | _____ | Student Signature | _____ |
| Evaluator Signature | _____ | Student Signature | _____ |
| | | Student Signature | _____ |